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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

###### a. Definition of Reading

Reading is one of the four language skills that should be mastered by the students if they want to understand the text. Reading can be seen as an “interactive” process between a reader and a text, which leads readers’ reading fluency. This statement supported by Nunan (2003,p.68) who stated reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that the participants or the readers transfer meaning from the text and give assesment from the text to understand the message communicated.

Reading is receiving a written text in order to understand its contents. Furthermore, according to Murcia (1991, p.200) Reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using by their own though activities which can help them to analyze text, such as summarizing passages, determining main idea, following the argument in the text.

In addition, Harison (2004, p.3) said that Reading is not only increases our life skills and extends our knowledge, but also it goes much deeper. It means that Reading is a useful activity in which students should have this skill. Reading is not only make students better in school

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activities but also help students in any ways. Comprehending the text is not an easy thing, readers need thousand of technique or more in order to understand meaning of the text. a successful reader depending on their interpretation of what they have been know and read. In other hand, a The successful reading of the students, the students have to understand the text. It is important to apply reading skill to the student in order to student success as a good reader.

Based on the definition above, the writer can conclude that reading is an interactive skill which is connecting the reader and the writer's idea (text). In reading, the reader must have a good interaction whit the text in order to get the meaning of the text.

**b. Types of Reading**

Patel (2008) mentioned four types of reading, they are:

- a) Intensive Reading: intensive reading is reading shorter text to get knowledge or analysis.
- b) Extensive reading: reading with lower level of difficulty than that for intensive reading.
- c) Aloud reading: reading aloud the text to know the student's word pronunciation.
- d) Silent reading: silent reading is the students read silently the text.

Silent reading is done to acquire a lot of information.

All four components above can sign for students' reading performances. To achieve these reading performance purposes, we need to be active on kind of the text.

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**c. Principle of teaching Reading**

Reading is the activity of using text and the readers try to understand the meaning of it. Teaching reading comprehension is very important. The successful reading of the students depending on students understanding. Nunan (2003, p.74) stated that there are eight principles of teaching reading:

- a) Exploit reader's background knowledge.
- b) Build a strong vocabulary base.
- c) Teach for comprehension.
- d) Work on increasing reading rate.
- e) Teach reading strategies.
- f) Encourage readers to transform strategies into skills.
- g) Build assessment and evaluation into your teaching.
- h) Strive for continuous improvement as a reading teacher.

According to Harmer (1998, p.70), there are six principles of teaching reading:

- a) Reading is not a passing skill.
- b) Students need to be engaged with what there are reading.
- c) Students should be encouraged to respond to the content of a reading text, not just to a language.
- d) Prediction is a major factor in reading.
- e) Match the task to the topic.
- f) Good teacher exploit reading texts to the full.

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Understanding the principles of teaching reading can help a teacher design and practice a reading lesson and will be useful as consideration in teaching reading in order to make learning process to be efficient and effective to achieve the goal of the lesson.

## 2. The Nature of Reading Comprehension

### a. Definition of Reading Comprehension

Comprehension is the ability of readers to get meaning from text. The student's ability to understand the content materials will eventually affects their reading comprehension. According to John (2004) reading comprehension is the processes of constructing conceptual knowledge from a text. It means that reading comprehension is all works that required students to understand the meaning from the text.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987). World knowledge and word meaning influence our understanding. The more we read and learn about the topic, the easier the next passage on that topic will be for us to understand.

According to Harrison (2004) reading comprehension is the part of reading that's beyond word recognition, it's about understanding what you read, and it develops gradually and 'naturally' as a reader becomes more



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fluent, more experienced and more confident. Its mean reading comprehension not only about understanding, but also about how to build confident to students self.

Paula (2014) argued that reading comprehension is situated within the text itself a developed understanding comes from the interaction between the text and the reader's response to it. The diverse perspectives that we bring to the task result in different interpretations of a text. Additionally, when the reader need comprehend the text, the reader should have a good response in reading to develop a good reading comprehension.

From the definition stated above, the writer can conclude that reading comprehension is an interactive situation to develop reader understanding from their response to text, also reading comprehension is about what reader's conclude after read the text, and reading comprehension is a header to know what the writer's tells about. Based on all conclusion the writer's take one final conclusion that reading comprehension is a process to linking the ideas between readers and writer's.

**b. Assesing Reading Comprehension**

Brown (2004) stated that assesment is ongoing process that encompasses a much wider domain. Different skill has different assesment. According to Brown (2004) there are four types of reading performance to asses reading, they are:

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- a) Perceptive: it is the level that is talking about the letters, words, punctuation and other graphic symbols or bottom-up processing is implied.
- b) Selective: this category, the students can give brief respond from the text in one paragraph that is extended as well.
- c) Interactive: it is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a phsycolinguistic sense, interact the text.
- d) Extensive: it is the highest level; the reader has to comprehend text.

According to Klingers (2007, p.17), there are eight types of reading comprehension assesment:

- a) Norm-referenced tests: Published tests administered under standardized conditions (e.g., with computerized answersheets, timed), students' scores are compared with those of a normative sample.
- b) Criterion-referenced tests: students' test scores are compared with predetermined criterion levels that indicate mastery of a skill or content, informal reading inventories are a type of criterion-referenced test.
- c) Curriculum-based assesment: tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored.
- d) Curriculum –based measurement: students are assessed frequently with standards, brief tests;scores are monitored over time to assess progress.

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- e) Interviews and questionnaires: students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies.
- f) Observations: examiners observe students' reading behaviors, using checklists, anecdotal records, or ethnographic note taking.
- g) Retelling: students are prompted to retell or reconstruct what they remember about what they have just finished reading.
- h) Think-aloud: students are prompted to voice their thoughts before, during, and after reading.

### 3. The Nature of Interest in Reading

#### a. Definition of Interest

Interest refers to preferred and desired involvement of an activity.

In the 1800s, Herbart, the German philosopher, wrote that interest in a subject can increase motivation and learning. John Dewey in Schunk (2012), explicitly explains his opinion by saying that individuals and their environment interact to generate interest. Thorndike in Schunk (2012) also emphasized individuals and situations by arguing that learning is influenced by the interest of the individual.

Interest is a condition that occurred when someone sees a characteristic that is correlated with his/her own need and desire (Sardiman, p.76). When it happens, the readers will be easy to learn. Thus, students' interest in and excitement about what they're learning is the most important factor in education (Woolfolk, p.362). In other words, interest is

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a situation or condition when someone is affected by something which they likes.

In conclusion, interest is feeling like and attention to somebody, something and activity that make the people give full attention to something which taking someone's fancy without command or compulsion from outside. Interest also defined as a situation in which someone are involving themselves to do something that correlated with their own desire.

**b. Indicator of Reading Interest**

Indicator is important thing in reading interest. In gaining an effective reading interest, Skinner (1984: 338) mention that there are four indicators of reading interest:

- a) Pleasure : pleasure will emerge one's interest to objects of the people that satisfy them.
- b) Willingness: this motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear.
- c) Consciousness: person can be said to be interested in something if he/she has consciousness.
- d) Attention: when the students observe an object, he perceives only what he/she pays attention to or interested in.

**c. Assessing Interest**

In order to assess students' interest, there are many kind of method that can be applied. In line with Schunk, et al (2012), to assess the students'



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interest, many researchers have use some methods. Such as questionnaire inRating's scale, observation, Experience Sampling Method (ESM), interview, computer based method, and On-line Motivation Questionnaire(OMQ).

Those kind of method are used based on the indicators of interest. The indicators can be different according to what kind of interest that researcher or teacher want to asses. Thus, teacher or researcher should know first the indicators and what kind of method that teacher or researcher wants to used.

#### **4. The Correlation between Reading Interest and Reading Comprehension**

Reading is a tool to gain comprehensive information and knowledge from all aspects. It is by reading, the students can achieve not only in academic success, but also can open up the chance in the world. According to Abidin (2011,p.4), reading is not limited to increase in knowledge but it aslo creates maturity and character, sharpens thinking, and widens awareness in social, economic, political, and environmental issues. It means reading is a basic mater in learning a foreign language.

Students' interest and reading comprehension both are interrrelated. Interest in reading view a significant effect on the succesful of students reading comprehension, while comprehension itself is the result of students interest in reading book.

According to research conducted by Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984) in Khairudin (2013) , reading interest has a strong positive

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relationship with the success of students both in school and life. When students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues. Thus, both of reading comprehension and students' interest having a relationship.

**B. Relevant Research**

According to Syafi'i (2007, p.103), relevant research is required to observe some previous researchers conducted by other research in which they are relevant to our research. It means in order to conduct this research, the writer need to take and observe some relevant research. In which these relevant research will guide the writer to select and determine the fix designs of the research.

First research was done by (Lia Nursohifah in 2014). The research was entittled about “ *The Relationship Between Students' Reading Interest, Vocabulary Mastery and Their Reading Ability in Descriptive Text (A Correlational Study on the Eighth Grade Students in Kecamatan Banjar Pandeglang, Academic Year 2012/2013)*”. The result of this research shown that there is positive relationship between Student's reading interest and their reading ability in descriptive text and positive relationship between vocabulary mastery and their reading ability in descriptive text . The strength relationship between reading interest variable (X1) and reading ability on descriptive text variable (Y) if one of the independent variables is controlled, in this case is vocabulary mastery (X2), is acquired that partial correlation coefficient value of reading interest (X1) and reading ability on descriptive text (Y)  $r_{y1.2} =$

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0.215, whereas the significant test of partial correlation coefficient between X1 and Y in which X2 is controlled is acquired that  $t$  is 2.623.

The research conducted by Lia Nursohifah has similarities with this research. The first similarity is the design of the research that used the correlational research design and the variable of the research (X1). The difference of this research and the research conducted by Lia Nursohifah was the variables. This research use two variables while Lia Nursohifah use Three variables.

The second research was done by Asni Deswita (2007) did research entitled "*The Correlation between The Interests of The Second Year Students of SMA N 12 Pekanbaru toward English Fiction and Their Reading Achievement*". The samples were 41 students. She found that there is a significant correlation between variable x and variable y. It can be seen from the research result that the mean score of the students' reading interest toward English fiction is 59.24 and the mean score of their reading test is 58.54. The score can be categorized as "average". The correlation coefficient level ( $r$ ) is 0.58.

The research conducted by Asni Deswita has similarities on reading interest and correlational research design. The difference are the subject, Asni conduct this research to senior high school students as the subject while this research conduct to junior high school students as the subject. Moreover, the sample of this research was 42 students while Asni Deswita choose 41 students as samples.

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## C. Operational Concept

This research consist of two variables; they are independent variable (X) and dependent variable (Y). Variable X refers to students Interest, while variable Y refers to Reading comprehension.

### 1. The Indicator of Variable X (Interest)

According to Skinner (1984: 338) mention that there are four indicators of reading interest:

- a) Pleasure : pleasure will emerge one's interest to objects of the people that satisfy them.
- b) Willingness: this motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear.
- c) Consciousness: person can be said to be interested in something if he/she has consciousness.
- d) Attention: when the students observe an object, he perceives only what he/she pays attention to or interested in.

### 2. The Indicator of Variable Y (Reading Comprehension)

The indicators of reading comprehension is taken from the aims of reading comprehension in academic reading according to Alderson (2000), those are as follows:

- a. The students are able to find details and fact in texts.
- b. The students are able to find main idea in texts.
- c. The students are able to recognising a writer's pupose in texts.



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- d. The students are able to understand any inferences in texts.
- e. The students are able to identify the generic sturture of texts.

## **D. The Assumptions and The Hypotheses**

### **1. The Assumption**

- a. The students' interest in reading English book and their reading comprehension are various.
- b. There are some factors which affect students interest in English book and their reading comprehension.
- c. The hishers the students' interest in reading English book, the better the students' reading comprehension will be.

### **2. The Hypotheses**

- a.  $H_0$ : There is no significant correlation between the students' interest in reading English books and their reading comprehension at the second year SMPN 1 Air Tiris.
- b.  $H_a$ : There is a significant correlation between the students' interest in reading English books and their reading comprehension of the second year SMPN 1 Air Tiris.